

DUTCH FORK MIDDLE

1528 Old Tamah Road
Irmo, SC 29063

GRADES 7-8 Middle School

ENROLLMENT 1,055 Students

PRINCIPAL Michael Lucas 803-732-8167

SUPERINTENDENT Dr. Dennis O. McMahon 803-732-8000

BOARD CHAIR Cindy Sweigart 803-781-6358

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent
6

Good
1

Average
0

Below Average
0

Unsatisfactory
0

IMPROVEMENT RATING:

GOOD

ADEQUATE YEARLY PROGRESS:

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

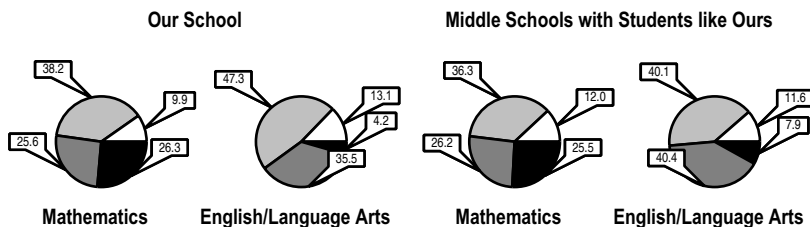
FOR MORE INFORMATION, VISIT WEBSITES AT:




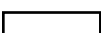
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Good	N/A
2003	Excellent	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	71	478	198
Percent satisfied with learning environment	97.2%	79.4%	91.8%
Percent satisfied with social and physical environment	97.2%	82.4%	73.8%
Percent satisfied with home-school relations	90.8%	80.3%	87.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	1,041	100.0	13.1	47.3	35.5	4.2	39.6	17.6
Gender								
Male	545	100.0	17.0	52.5	28.5	2.0	30.5	17.6
Female	496	100.0	8.8	41.7	42.9	6.5	49.5	17.6
Racial/Ethnic Group								
White	767	100.0	9.7	46.0	39.5	4.7	44.2	17.6
African-American	242	100.0	23.7	52.1	21.9	2.3	24.2	17.6
Asian/Pacific Islander	18	100.0	11.8	35.3	47.1	5.9	52.9	17.6
Hispanic	13	100.0	18.2	63.6	18.2	N/A	18.2	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	951	100.0	9.8	47.6	38.1	4.5	42.6	17.6
Disabled	90	100.0	52.6	43.4	3.9	N/A	3.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	1,041	100.0	13.1	47.3	35.5	4.2	39.6	17.6
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	1,035	100.0	13.0	47.2	35.6	4.2	39.8	17.6
Socio-Economic Status								
Subsidized meals	145	100.0	27.6	54.5	17.9	N/A	17.9	17.6
Full-pay meals	895	100.0	11.0	46.3	38.0	4.7	42.7	17.6

Mathematics								
All students	1,041	100.0	9.9	38.2	25.6	26.3	51.9	15.5
Gender								
Male	545	100.0	11.1	40.6	23.0	25.2	48.2	15.5
Female	496	100.0	8.6	35.6	28.3	27.5	55.8	15.5
Racial/Ethnic Group								
White	767	100.0	6.6	34.9	27.7	30.8	58.5	15.5
African-American	242	100.0	21.4	50.5	19.1	9.1	28.2	15.5
Asian/Pacific Islander	18	100.0	N/A	35.3	5.9	58.8	64.7	15.5
Hispanic	13	100.0	9.1	27.3	45.5	18.2	63.6	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	951	100.0	7.1	37.9	26.8	28.1	55.0	15.5
Disabled	90	100.0	43.4	42.1	10.5	3.9	14.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	1,041	100.0	9.9	38.2	25.6	26.3	51.9	15.5
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	1,035	100.0	10.0	38.0	25.7	26.2	52.0	15.5
Socio-Economic Status								
Subsidized meals	145	100.0	25.0	50.0	16.1	8.9	25.0	15.5
Full-pay meals	895	100.0	7.7	36.5	26.9	28.8	55.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	533	N/A	10.7	39.2	41.3	8.8	50.1
	Grade 8	454	N/A	11.5	41.5	36.4	10.6	47.0
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	505	100.0	14.0	47.1	34.2	4.8	39.0
	Grade 8	533	100.0	12.1	47.5	36.8	3.6	40.4

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	533	N/A	15.2	25.3	23.8	35.6	59.5
	Grade 8	454	N/A	13.7	41.9	23.9	20.4	44.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	3	100.0	N/A	N/A	N/A	N/A	N/A
	Grade 7	505	100.0	10.4	32.4	25.1	32.2	57.3
	Grade 8	533	100.0	9.3	43.8	26.1	20.8	46.9

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,055)				
Students enrolled in high school credit courses (grades 7 & 8)	50.7%	Down from 71.6%	44.1%	14.4%
Retention rate	3.8%	Up from 2.3%	1.6%	2.3%
Attendance rate	96.7%	Down from 97.0%	96.7%	95.2%
Eligible for gifted and talented	27.0%	Up from 25.3%	33.2%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	9.0%	Down from 9.2%	9.0%	14.1%
Older than usual for grade	1.3%	Up from 0.8%	1.6%	4.9%
Suspended or expelled	3.9%	Down from 4.8%	1.0%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 69)				
Teachers with advanced degrees	50.7%	Down from 55.9%	50.7%	47.1%
Continuing contract teachers	84.1%	Down from 91.2%	84.1%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	86.0%	Up from 82.0%	86.0%	84.3%
Teacher attendance rate	94.5%	Up from 93.6%	94.7%	95.0%
Average teacher salary	\$40,590	Down 0.5%	\$40,446	\$39,924
Prof. development days/teacher	11.0 days	Up from 10.7 days	10.4 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.0
Student-teacher ratio	22.0 to 1	Up from 21.9 to 1	24.2 to 1	21.0 to 1
Prime instructional time	90.4%	Up from 89.1%	90.4%	88.9%
Dollars spent per pupil*	\$6,137	Up 6.5%	\$5,508	\$5,854
Percent spent on teacher salaries*	62.5%	Up from 62.0%	61.5%	62.0%
Opportunities in the arts	Excellent	No change	Excellent	Good
Parents attending conferences	99.8%	Up from 99.7%	99.0%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2002-03, A Red Carpet Year for DFMS: Dutch Fork Middle School was honored as a Red Carpet School by the SC Department of Education. Staff, teachers and administrators worked diligently to reinforce our mission to "ensure that early adolescents explore and succeed" in school and in life. By setting high standards and promoting a family-friendly environment for our students, parents and volunteers, we are on the road to our mission goal. Here are just a few of our accomplishments for 2002-03:

Students connect with a rigorous academic program: Seventh-grader Amanda Sutker was State Beta Club Reporter. More than 40 students had poetry selected for publication in an anthology of student poetry. Eighth grader Mathew Drye won the school Lt. Governor's Essay Contest. The school's yearbook, 2002 Footprints, received the All-State rating and the school's literary magazine was named the best middle school magazine in South Carolina. The MathCounts team placed second in the chapter and fifth in the state competition. Fourteen students were tapped for the National Honor Roll for American Mathematics competition.

Teachers are the catalysts of a nurturing environment: Johnny Sparkman was chosen the DFMS Teacher of the Year. Mary Bouknight was named the DFMS Support Staff Member of the Year. Two additional teachers, Jill Sullivan and Melinda Hare, gained National Board Certification. Our principal, Michael Lucas, was selected 2002 Outstanding Middle School Principal by the SC Art Education Association. Math department chair, Beth Underwood, served on the state math textbook selection committee.

Community supports quest for productive citizenship in a changing world: The DFMS School Improvement Council and PTSA Board continued their leadership role. Outstanding volunteers included: Mary Dinger, Outstanding Volunteer; Carlynn Eisner and Cindy Cornett (Beautification Committee), Outstanding Group; James Whitmire, Outstanding Mentor (later named District 5 Middle School Mentor of the Year); and Mark Morabito of Georgia Pacific, Outstanding Business Partner.

We're extremely proud of the accomplishments of our school community.

Michael Lucas

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.